**3rd Grade Reading Intervention Plans for Mrs. Dean Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Week of: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Unit 3 Week 4 Story Title: A Symphony of Whales**

**Monday**- Use TE DI -32- 1) Preteach Phonics- Suffixes ly, ful, ness, less- Write *fairly.* Say: *When I see a word like this, I break it into parts to read it.* Cover “ly”. Say: *I see the word fair. I know what fair means.* Then blend the entire word: fair ly. Say: *I know that “ly” is a suffix that tells how something is done, so the word fairly means “in a fair way”.* Repeat with fearful, explaining that the suffix “ful” means “full of”. Repeat with darkness, explaining that the suffix “ness” means “the condition of being”. Repeat with sleepless, explaining that the suffix “less” means “without”. 2) Preview Decodable Reader 13: *The Chess Club-* Read/discuss words: Review the words on Decodable Reader pg 105; blend the following story words: soccer, stamped, wheelchair, startled, scowled, explained, admitted, replied, & silent. Discuss the meaning of the words, too. 3) Preview Decodable Reader 13 with a Picture Walk Talk & make predictions about what the story is going to be about. Students will listen to the teacher model read the Decodable Reader 13 orally to the students for fluency.

**Tuesday**- Use TE DI-34- 1) Word Study Phonics- Practice sounding out words; look for little words inside, slash out syllables, etc. with following words: anxiously, bay, blizzards, channel, chipped, melody, supplies, surrounded, & symphony. 2) Practice decoding, reading, slashing out syllables with Multisyllabic Words: write *icebreaker* & model how to decode a compound word. Say: *First I look for parts I know. I see ice at the beginning of the word, & I see breaker at the end. I know what ice is, & breaker means “something that breaks something else.” So I can guess that an icebreaker is something that breaks ice.* Continue with words: parkas, commands, eerie, heaving, freighter, emergency, radioed, settlements, gnawed, channel, beckoned, melodies, & transmitter. 3) Choral/Echo read typed version of Decodable Reader 13 for fluency practice. 3) Highlight Spelling Patterns from Monday’s lesson. 4) Create other words to add to the Spelling Patterns.

**Wednesday**- Use TE DI-36, 361,& 341- 1) Target Skill- Generalize- Discuss the meaning & examples from pg TE DI-36 & pg 361. Also discuss clue words: that often signal generalizations: most, many, all, few, & always. 2) Target Strategy- Answer Questions- review pg 354. Also reread pg 367 for Answer Questions. 3) Sort Retelling Cards by putting the cards in order according to the event in the story for sequencing. 4) Reread Decodable Reader 13- Highlight punctuation marks.

**Thursday**- 1) Put the Retelling Cards in correct sequential order. 2) Write 1 sentence for each picture for summarization. 3) Reread Decodable Reader 13 - Underline phrases. 4) Practice reading Phrase Flashcards.

**Friday**- Progress Monitor students one-on-one.